**Teacher:** Mark Meyer **Class:** English **Date:** April 10, 2012 **Grade Level:** 11

**Room Number:** 124 **Period:** 4 **Unit:** Women in Fantasy Genre

**Lesson Number:** 2 of 15 **Topic:** Role of Women in Classic Fairy Tales

***Context:***

Students have constructed a list of the conventions of the fantasy genre. Any gaps in the list have been filled in by the teacher, so their list is comprehensive. Students have begun reading the YA fantasy novel Finnikin of the Rock.

***Objectives:***

*Short Range Objectives:*

Students will be able to read Cinderella and Snow White and the Seven Dwarfs critically to look critically at the roles of the main female characters (Cinderella and Snow White) and compare them to modern day roles and expectations of women in our society.

*Long Range Learning Objectives*:

Students will be able to critically read a text through a feminist lens.

Students will be able to understand the role of women in classic fairy tales and how that role is different from the standards of women today.

*Affective Objectives:*

Through practicing critical reading skills and using a feminist lens, students will be able to understand the underlying discourse in a text and compare it to the dominant discourse and their own views.

***Rationale:***

1. Administrators: In the past students have had trouble critically reading a text in order to understand author’s viewpoint and underlying message, so this lesson attempts to help correct this problem. This lesson will also teach students the critical reading skills they need to do well on the NYS English Regents Exam.
2. Students: This lesson will teach you how to critically read a text which will allow you too better understand the discourses that are at work in a text. This will equip you will the tools necessary to make informed opinion as an adult and in life.
3. Critical Pedagogues: In order to be informed adults, active democratic citizens, and obtain the skills necessary to be a lifelong literacy learner, students will need the critical reading skills and the understanding of the feminist lens in order to uncover the underlying discourses in a text.

***Standards:***

NYS Reading Standards for Literature Grade 11 Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

***Procedure:***

* Students will come into class and break up into 4 groups of 5. (20 students in class) They will move desks into circles, one in each of the 4 corners of the room.
* The teacher will pass out 1 copy of either Cinderella or Snow White and the Seven Dwarfs to each group. 2 group will receive Cinderella and 2 groups will receive Snow White and the Seven Dwarfs.
* Each group will read the book together. The group can decide if they take turns reading the book or one person is the designated reader. They will read the book, then discuss the following questions:

1. What role does the main character (the princess) have in the story?
2. Who holds the power in this book?
3. Who is portrayed as morally good and morally evil?
4. How would the role of the princess be different in a modern retelling of the story? Would it be different? (15 Minutes)

* The groups will then trade books for the book they did not work with in the previous step. Students will then repeat the process in the previous step. (15 Minutes)
* Students will then come together as a class and discuss the questions they answered and the books together. (10-15 minutes)